

Communication Activities

Telephone

Directions: Line up half of the students in the front of the classroom. Start a simple message at one of the ends through providing one or letting them choose one. The message will be whispered into the ear of the person next to them and passed down the line to the end person. The last person will then report to the class the message they received. The message may only be given once to each person and may be lengthened the better they get at passing and receiving the messages. While the message is being passed, music can be played and the other half of the class can quietly talk to provide external noise.

Debriefing: Discuss what happened as a process. Go over the problems of clear delivery and solutions to the problems encountered in transmitting the message. Examine the effects of noise on the message delivery they experienced and the reality of a similar situation happening.

Communication Posters

Directions: Split the students into groups and provide each group with poster board, newsprint or other large piece of paper and markers. Each group should write the word communication down the left side of the poster. They should then write in phrases about the role that communication might play in their work as a human-services professional. Each phrase must begin with a letter found in the word “communication”.

Debriefing: Let each group present their poster and briefly explain the phrases they chose for each letter of the word “communication”. Use the discussion to highlight how communication has helped in that particular situation to achieve what the student desired. Posters can be posted on the walls if possible for reinforcement.

Assessment: Students should be able to highlight communication elements in specific events and experiences that might occur in a human services career. They should be able to illustrate specific communication skills important to success as a human services professional. Each poster should have a phrase for each letter of the word “communication” that relates to the definition of communication. Each group member must participate in the oral presentation as well as the construction of the poster. Each presentation should be relatively short, 3-5 minutes in length.

Photo Perceptions

Directions: Separate the students into group of 3-4. Tell them to choose a recorder for the group. He/she will need paper and something to write with. Tell them that they will be given a photo. They are to choose one person (if there are many people in the picture) and to describe them based on the photo. Give each group a photo. Ask them to consider name, age, occupation, educational level, marital status, general disposition,

hobbies, likes, dislikes, relationship status, etc... Give them 5-10 minutes to make their choices. They should record all ideas even if everyone does not agree. Students will then share their perceptions with the rest of the class. After the end of class students should record their ideas in their notebook, since everyone will not have a chance to discuss all aspects of the photo from their group.

Debriefing: After the students have all shared their ideas, give them the real information on each of the people they chose to describe. Ask them to explain why they chose certain characteristics (especially those that were different from the truth) and discuss what experiences influences that decision.

These activities were adapted from: http://iilt.ilstu.edu/cslaml/PDFs/Fundamentals_activity2.pdf